Everyday Editing Invitations

An Overview for Teaching Written Conventions within the Context of Writing

A Resource for Language Arts, Grades 2-5
Cypress-Fairbanks I. S. D. Curriculum Department
A Word about Everyday Editing Invitations

Texas teacher and consultant Jeff Anderson offers an approach to teaching conventions within the context of writing through a series of invitations in his book *Everyday Editing: Inviting Students to Develop Skill and Craft in Writer’s Workshop*. He cites recent research from *Writing Next* (2007) which advises educators to use an integrated approach to teaching grammar within the context of writing.

A recent study (Fearn and Farnan 2005) found that teaching students to focus on function and practical application of grammar within the context of writing (versus teaching grammar as an independent activity) produced strong and positive effects on students’ writing. Overall the findings on grammar instruction suggest that, although teaching grammar is important, alternative procedures...are more effective than traditional approaches for improving the quality of students’ writing.

The instructional model used and outlined in *Everyday Editing* is aligned to best practices and will support the acquisition and application of effective grammar and language mechanics in students’ writing. During the summer of 2011, teachers Tammy Hawkins and Heather Catchings developed a series of Everyday Editing Invitations that are aligned to the Oral and Written Conventions TEKS for each grade level. A variety of excerpts from published children’s literature were identified to highlight the grammar and language mechanics conventions found in the grade-level scope and sequence. A brief overview of the various invitations are described in this handout. Teachers are encouraged to personalize and customize the draft versions of these editing invitations based upon the needs of their students.

Note: *Writing Next* was a project funded by the Carnegie Corporation of New York – a grant-making foundation established by Andrew Carnegie in 1911 to promote “the advancement and diffusion of knowledge and understanding” in various areas, including education.
A Word about Multisensory Grammar

Multisensory Grammar is an instructional approach that uses a color-coding system and hands-on manipulatives to teach students about the functions of the nine parts of speech. Each part of speech is introduced and defined using a color that symbolizes its function within a sentence. Teachers can highlight a part of speech within a sentence by placing a colored marker underneath the word(s) that is the focus for instruction. As the different parts of speech are introduced or reviewed, teachers can guide students to see the patterns that are formed in various sentence constructions. Multisensory grammar is especially helpful when teaching students how to combine sentences and to create simple, compound, and complex sentences.

Multisensory grammar becomes interactive when teachers provide students with colored foam squares representing the different parts of speech and cards featuring various sentence patterns. Refer to the teacher-made video and article on the Scholastic web site for additional information: http://blogs.scholastic.com/6_8/2009/02/multisensory-grammar.html. See if you can identify the different parts of speech from this excerpt from Mo Willems’ Knuffle Bunny Free: An Unexpected Diversion. Check yourself using the table on the following page.

One day, not so long ago, Trixie took a big trip with her family.

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The Everyday Editing Invitations developed for district language arts teachers incorporate the color-coding system from multisensory grammar. Teachers can enhance the teaching of written conventions and grammar by familiarizing themselves with the color-coding system and the Multisensory Grammar PowerPoint slides designed to introduce the different parts of speech. All materials are located on the grade-level Everyday Editing Invitations intranet site.
## Multisensory Grammar Color-Coding System

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Color</th>
<th>Key Points</th>
</tr>
</thead>
</table>
| Nouns          | Yellow| • Nouns name a person, place or thing  
• Nouns are color-coded YELLOW like a school-crossing zone that warns us to be on the look out for children |
| Pronouns       | Yellow| • Pronouns are subs for nouns. They take the place of a noun in a sentence.  
• Pronouns are color-coded YELLOW just like nouns. |
| Verbs          | Orange| • Verbs show action or a state of being.  
• Verbs are color-coded ORANGE like a detour sign that tells us what is happening. |
| Adjectives     | Blue  | • Adjectives describe nouns. They tell what kind, how many, and which one.  
• Adjectives are color-coded BLUE like a first place ribbon that describes a special award. |
| Articles       | Red   | • Articles are noun markers. *A, an, and the* describe nouns.  
• Articles are color-coded RED like a stoplight that warn us, “A noun is coming!” |
| Adverbs        | Purple| • Adverbs mainly describe verbs. They answer the questions, “How? When? or Where?” Many end in −*ly*.  
• Adverbs are color-coded PURPLE like a well-known purple dinosaur (Barney). |
| Interjections  | White | • Interjections are words that show strong emotion. They often appear at the start of a sentence or may appear as a single word or phrase.  
• Interjections are color-coded WHITE like a lightbulb that shines brightly. |
| Prepositions   | Green | • Prepositions show the relationship between two or more things. A prepositional phrase begins with a preposition and ends with a noun or pronoun.  
• Prepositions are color-coded GREEN like the earth. They can be recycled and reused to describe where something or someone is in relationship to something else. |
| Conjunctions   | Brown | • Conjunctions connect words, phrases, or sentences. FANBOYS help us remember conjunctions – *for, and, nor, but, or, yet, so*.  
• Conjunctions are color-coded BROWN like a Lincoln Log that joins parts together. |
Schoolhouse Rock Music Videos

Music makes learning difficult, abstract concepts such as parts of speech more memorable and understandable. Consider introducing the different parts of speech throughout the year with the Schoolhouse Rock music videos. The videos can be purchased individually on iTunes and are located on YouTube.

Adjectives  
**Unpack Your Adjectives**  
http://youtu.be/mYzGLzFuwxI

Adverb  
**Lolly, Lolly, Lolly Get Your Adverbs Here**  
http://youtu.be/FWYmEICNgOQ

Conjunction  
**Conjunction Junction**  
http://youtu.be/mk087mkgcNo

Interjection  
**Interjections**  
http://youtu.be/RhHpj45_zwM

Noun  
**A Noun Is a Person, Place, or Thing**  
http://youtu.be/Tc-ukN1Rvb8

Preposition  
**Busy Prepositions**  
http://youtu.be/L4jIC5HLBdM

Pronoun  
**Rufus Xavier Sarsaparilla**  
http://youtu.be/yg9MKQ1OYCg

Subject & Predicate  
**The Tale of Mr. Morton**  
http://youtu.be/RGN_NxKlIFM

Verb  
**Verb That’s What’s Happening**  
http://youtu.be/h4QEzJe6_ok

The lyrics for the songs are found on the following web site:  
An Invitation to Notice

The teacher displays a sentence or brief excerpt from a published text and asks students what they notice about the author’s craft and/or the use of written conventions, including grammar and language mechanics (punctuation, capitalization, or spelling).

Sample Invitation

He called and called and called. Nothing. The boss’s usual demands were not getting their usual results. It was time to try something completely out of the box.

Excerpt from The Boss Baby by Marla Frazee

| Questions to Ask When Guiding Students to Notice Things in Context |
|----------------------------------|-------------------------------------------------|
| **Craft**                        | **Mechanics**                                   |
| • What’s working well within the text? | • How has the author used (convention – part of speech, punctuation, capitalization, spelling)? |
| • What do you notice about the author’s style? word choice? sentence fluency? | • What is the (convention) doing? |
| • What effect does it have on the reader? | • What effect, if any, does the (convention) have on my reading aloud? |
| • What do we learn about (topic of sentence/excerpt)? | • What changes if we remove it? Use something else? |
| | • What’s the writer accomplishing with his or her choices? |
An Invitation to Imitate

Students try on an authors’ style to see how it works with their own developing style. The teacher begins by sharing his own imitation with the class and points out how it is similar to and different from the original sentence(s). The teacher talks about the process he used to create the imitation using his personal experiences. Together as a class, show students how to brainstorm possible topics for the sentence imitation. Record topic ideas so that students have ideas to “play” with when they write their own sentence imitations.

1. Deconstruct the original sentence for its prominent features and/or conventions.
2. Show an imitation sentence of your own or one from a student. Discuss how the imitations mirror the craft and/or conventions found in the original sentence.
3. Brainstorm topics to use for the sentence imitation.
4. Show students how to insert their ideas and experiences using the sentence structure or pattern.
5. Encourage collaboration among writing partners when generating the sentence imitation.

<table>
<thead>
<tr>
<th>Original Sentence and Pattern</th>
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<tbody>
<tr>
<td>The boss’s usual demands were not getting their usual results.</td>
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</table>

<table>
<thead>
<tr>
<th>Sentence Imitations</th>
</tr>
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<tbody>
<tr>
<td>The octopus’s extraordinary tentacles were not finding their extraordinary prey.</td>
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<tr>
<td>Miss Jones’s regular jokes were not creating their regular laughs from her students.</td>
</tr>
</tbody>
</table>
An Invitation to Celebrate

Create a festive environment that encourages risk-taking and invites editing by celebrating the imitations that students have created. Invite students to voluntarily share what they have created based upon the model sentence(s). Provide sincere feedback. Display the sentences in a prominent classroom area and consider keeping them in a separate section of the writer’s notebook. Celebration may be done during the share portion of writing workshop.

An Invitation to Write

Students try out the idea in their notebook by finding a place where they can apply the written convention or craft in a piece of writing they have already created. It is similar to the “imitate” invitation. The main difference is that students are looking for a place in their own work where they can use what they have learned by revising a draft. Provide time for revising, sharing, and celebrating.

An Invitation to Compare

This invitation is not one of Jeff Anderson’s original invitations. However, it is an effective way to scaffold editing instruction by having students compare an original sentence with correct use of conventions to another sentence that includes an error.

1. Show one or more sentences that model the convention that is being studied, such as using commas in a series.
2. Have students look at a correct sentence and notice what it offers.
3. Then uncover 1 sentence at a time. Each sentence should have only 1 or 2 changes from the original.
4. Students mentally compare and contrast each version and hypothesize the reasons for the choices the writer made in his or her original sentence(s).
An Invitation to Combine

This strategy allows students to manipulate ideas in different ways and notice the different sentence constructions. Students can compare their sentences with their classmates to notice how ideas can be manipulated.

An Invitation to Edit (or Revise)

Students examine sentences in context and identify any changes that need to be made in the numbered sentences. It is organized like a traditional revising or editing question on the state assessment.